

Virginia

Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning

United States History to 1877 Test Blueprint

**This revised blueprint will be effective with the administration
of the 2003-2004 History and Social Science
Standards of Learning Tests.**

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United States History to 1877 Blueprint

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Standards of Learning Test Blueprint Introduction

What is a test blueprint?

A test blueprint is a guide for test construction and use. The Standards of Learning test blueprints serve a number of purposes. One, they serve as a guide to test developers as they write test questions and construct the Standards of Learning tests. Two, they serve as a guide to educators, parents, and students in that they show (a) the Standards of Learning covered by the test and which, if any, have been excluded; (b) which Standards of Learning are assigned to each reporting category; (c) the number of test items in each reporting category and on the total test; (d) general information about how the test questions are constructed; and (e) the materials that students are allowed to use while taking the test.

How is the test blueprint organized?

There is a blueprint for each test (e.g., grade 3 English, grade 5 mathematics, grade 8 science, Virginia and United States History). Each blueprint contains the following information:

1. **Test Development Guidelines:** guidelines used by Harcourt Educational Measurement and the members of the Content Review Committees in developing the Standards of Learning tests. This section contains three parts:
 - A. General Considerations – lists general considerations that are used in developing the test as well as considerations specific to a particular content area.
 - B. Item Format - lists information on how items for the test are constructed.
 - C. Ancillary Materials - lists any materials (e.g., calculators, rulers, protractors, compasses, dictionaries) that students are allowed to use while taking each test.
2. **Blueprint Summary Table:** a summary of the blueprint which displays the following information:
 - reporting categories for each test;
 - number of test items in each category;
 - Standards of Learning included in each reporting category. Standards of Learning are identified by their numbers and letters;
 - Standards of Learning which are excluded from the Standards of Learning test;
 - number of operational items on the test;
 - number of field-test items on the test; and
 - total number of items (operational and field-test items) on the test.
3. **Expanded Blueprint:** provides the same information as the Blueprint Summary Table except that the full text of each Standard of Learning is included. In addition, Standards of Learning that are excluded from the test are categorized by the reason they were not included.

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What is a reporting category?

Each test covers a number of Standards of Learning. In the test blueprint, Standards of Learning are grouped into categories that address related content and skills. These categories are labeled Reporting Categories. For example, a Reporting Category for the United States History to 1877 Standards of Learning test is “Exploration to Revolution.” Each of the Standards of Learning in this reporting category addresses historical events from European exploration in North America and West Africa to the beginning of colonial disagreements with England. When the results of the Standards of Learning tests are reported, the scores will be presented in terms of scores for each Reporting Category and a total test score.

Are some Standards of Learning assigned to more than one reporting category?

Letters under a particular Standard of Learning are sometimes coded to different reporting categories. For example, United States History to 1877 Standard of Learning USI.6a, which deals with the issues leading to the American Revolution, is assigned to the reporting category “Revolution and the New Nation” in the United States History to 1877 Standards of Learning test. However, Standard of Learning USI.6b, which deals with the political ideas that led to the Declaration of Independence, is assigned to the reporting category “Economics and Civics.” Each standard, as well as each letter under a standard, is assigned to only one reporting category.

Why are some Standards of Learning not tested on the Standards of Learning tests?

In some content areas, there are Standards of Learning that do not lend themselves to multiple-choice testing. For example, in United States History to 1877, Standard of Learning USI.1e cannot be appropriately assessed in a multiple-choice format.

At the end of the blueprint for each test, the Standards of Learning not tested are listed in “Standards of Learning Excluded from Testing.” In the expanded blueprint the Standards of Learning excluded from testing are categorized by the reason they are not tested.

Will all Standards of Learning listed in the blueprint be assessed each time the Standards of Learning tests are given?

Due to the large number of Standards of Learning in a content area for a grade span, *every* Standard of Learning will not be assessed on every Standards of Learning test form. By necessity, to keep the length of a test reasonable, each test will sample from the Standards of Learning within a reporting category. However, every Standard of Learning is eligible for inclusion on each form of a Standards of Learning test.

United States History to 1877

Test Development Guidelines

A. General Considerations

1. All items included in this test will address the knowledge and skills specified in the 2001 Virginia Standards of Learning in History and Social Science for United States History to 1877.
2. The items will be free of stereotyping or bias directed at a particular age, gender, economic status, racial, ethnic or religious group, or geographic region.
3. The test will **not** be timed.
4. There is no penalty for guessing. Students will be scored on the number of correct answers out of the total number of operational items on the test.
5. Where appropriate, “real-life” examples and situations that the student would likely encounter will be used to present data or ask questions.
6. Items will be grade-appropriate in terms of difficulty, interest, and reading level.
7. Information will be presented through written text and/or through visual materials, such as graphs, charts, maps, cartoons, or other illustrations.
8. Only one item will be linked to a piece of written text, or a graph, chart, map, cartoon, or other illustration.
9. When acronyms are used, both the complete name and the acronym will be given in most cases, for example, North Atlantic Treaty Organization (NATO).

B. Item Format

1. Each item will be a multiple-choice item containing four choices. Choices such as “None of the above,” “All of the above,” and “Not here” will **not** be used.
2. Answer choices will be arranged vertically beneath the item stems unless space considerations prevent such an arrangement.
3. Item stems will be in the form of questions or in the form of sentences that require completion.
4. Numerical answer choices, such as dates, will be arranged in ascending order.
5. Graphic displays, their corresponding questions, and response choices will appear on the same or facing pages.
6. Artwork accompanying items will be placed above the question unless, for clarity, the size or format of the artwork lends itself to another arrangement.
7. Negative words in the item stem (*i.e.*, “not,” “least,” “except”) will be emphasized by italics, boldface type, underlining, or capital letters.

C. Ancillary Materials

A blank sheet of white paper.

United States History to 1877 Blueprint Summary Table

Reporting Category	Number of Items	United States History to 1877 Standards of Learning
Standards of Learning USI.1a-d, f-h will be assessed throughout the reporting categories based on content links within the Curriculum Framework.		
Exploration to Revolution	6	USI.4a-b USI.5a, c-d
Revolution and the New Nation	7	USI.6a, c-d USI.7d
Westward Expansion and the Civil War Era	10	USI.8a, d USI.9a-b, d, f USI.10b
Geography	8	USI.2a-c USI.3a-b USI.5b USI.9c, e
Civics and Economics	9	USI.4c USI.6b USI.7a-c USI.8b-c USI. 10a
Standards of Learning Excluded from This Test: USI.1e.		
Total Number of Operational Items		40
Field-Test Items*		10
Total Number of Items		50

* Field-test items will not be used to compute students' scores on the test.

Expanded Blueprint

United States History to 1877

United States History to 1877 Standards of Learning USI.1a-d and USI.1f-h will be assessed throughout the reporting categories based on content links from the Curriculum Framework.

Reporting Category: Exploration to Revolution Number of Items: 6

United States History to 1877 Standards of Learning in This Reporting Category:

- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
 - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;
 - identifying the political and economic relationships between the colonies and England.

Reporting Category: Revolution and the New Nation Number of Items: 7

United States History to 1877 Standards of Learning in This Reporting Category:

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution;
 - c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;
 - d) explaining reasons why the colonies were able to defeat Britain.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- d) describing the major accomplishments of the first five presidents of the United States.

Reporting Category: Westward Expansion and the Civil War Era Number of Items: 10

United States History to 1877 Standards of Learning in This Reporting Category:

- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
 - d) identifying the main ideas of the abolitionist and suffrage movements.
- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- a) describing the cultural, economic, and constitutional issues that divided the nation;
 - b) explaining how the issues of states' rights and slavery increased sectional tensions;
 - d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
 - f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.
- USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- b) describing the impact of Reconstruction policies on the South.

Reporting Category: Geography Number of Items: 8

United States History to 1877 Standards of Learning

- USI.2 The student will use maps, globes, photographs, pictures, and tables to
- locate the seven continents;
 - locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.
- USI.3 The student will demonstrate knowledge of how early cultures developed in North America by
- locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);
 - describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.
- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- identifying on a map the states that seceded from the Union and those that remained in the Union;
 - using maps to explain critical developments in the war, including major battles.

Reporting Category: Civics and Economics Number of Items: 9
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United States History to 1877 Standards of Learning

- USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by
- c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.
- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- a) identifying the weaknesses of the government established by the Articles of Confederation;
 - b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;
 - c) identifying the conflicts that resulted in the emergence of two political parties.
- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- b) identifying the geographic and economic factors that influenced the westward movement of settlers;
 - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.
- USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America.

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United States History to 1877 Standards of Learning Excluded from This Test:

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- e) evaluate and discuss issues orally and in writing.